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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who We Are - Maths** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators: -**Using objects finds 2-number combinations to make numbers from 1 to 4, draws the combination and writes the numbers.  - Identifies symmetry in their environment. | | | | | | **Skills:** Observing, application | | | | | |
| **Materials:** Cuisenaire rods, Math’s books, video beam, laptop. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 13 Nov.12-15** | | | | **Time: 45 min.** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the group in two to work in half groups. Teachers should have a checklist in order to register a formative assessment of these two activities. | | | | | | | | | | | |
| **Main Activity:**  **1.** One group is going to work on number combinations. Give to each child a small plastic bag with the Cuisenaire rods to explain and make the two possible number combinations to find numbers (1, 2, 3 or 4) depending on them. The register should be as we agreed.   |  |  | | --- | --- | | 1 | 0 | | 0 | 1 |     **2.** The other group will appreciate the pictures taken about symmetry in the environment, to find out which ones have symmetry and which ones don’t. If you have enough time, they can draw some examples in the math book. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Use the register to plan the next agenda. | | | | | | | | | | | |